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**Ontario Department of Education**

**COURSES OF STUDY**  
OF THE  
**Normal Schools**  
OF ONTARIO



**First Year Course**

FOR

**INTERIM FIRST CLASS, SECOND CLASS, AND  
KINDERGARTEN PRIMARY CERTIFICATES**

PRINTED BY ORDER OF  
**THE LEGISLATIVE ASSEMBLY OF ONTARIO**

**TORONTO**

Printed and Published by Herbert H. Ball, Printer to the King's Most  
Excellent Majesty, 1932









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# COURSES OF STUDY FOR INTERIM FIRST CLASS, SECOND CLASS, AND KINDERGARTEN-PRIMARY CERTIFICATES

## FIRST AND SECOND CLASS COURSES

### Programme of Studies

In addition to Observation and Practice-teaching, Religious Instruction, and the work of the Literary Society (See Circular 23), the Courses of Study for Interim First and Second Class certificates consist of the following:

#### Group I.

Section A: The Science of Education, School Management, Literature and Advanced Reading, Composition, Grammar, Arithmetic, History Geography.

Section B (for First Class candidates only): Algebra, Geometry, Elementary Science, Advanced English.

#### Group II.

Primary Reading, Spelling, Nature Study, Agriculture and Horticulture, Vocal Music, Art, Writing, Physical Culture, Manual Training, Household Science (for women), Hygiene, Library Methods.

NOTE—For the grouping of the above subjects at the final examinations see Circular 23 of the Normal School Regulations.

### TEXT-BOOKS

The text-books for the academic work are those prescribed in each subject for the High Schools.

The academic text-books which form the bases for the professional work in the various courses are:

(a) First Class: The text-books prescribed for the Courses of Study of the Public and Separate Schools and of Grades B and C Continuation Schools.

(b) Second Class: The text-books prescribed for the Courses of Study of the Public and Separate Schools.

(c) Kindergarten-Primary: The text-books prescribed for Form I of the Public and Separate Schools.

The professional text-books are those whose titles are printed in italics in the Courses of Study outlined below.

Note—The teacher-in-training is required to provide himself with a copy of each of the text-books, academic and professional, connected with his course.

### Books of Reference

The special books of reference in the various subjects are those whose titles are printed in black letter in the courses of study outlined below.

Note—Several copies of the more important books of reference are placed in the Normal School Library for the use of the teachers-in-training.

## DETAILS OF THE COURSE

### GROUP I, SECTION A.

#### SCIENCE OF EDUCATION

##### 1. *The Nature and Purpose of Education.*

- (a) Education as growth; conditions of growth—stimulus and response; varieties of stimuli; types of response.

- (b) Aims in education; the social aim; the individualistic aim; the true aim, a combination of the best elements of each; examination of various statements of the aim in education.
- (c) Educational agencies; distinction between formal and informal education; the function of the school, the home, the church, the state, and the vocation as educational agencies.
- (d) Experience; the function of direct and indirect experience.
- (e) The school curriculum as an agency in providing the child with useful experience; the course of study as the embodiment of valuable race experience.

## 2. *The Learning Process.*

- (a) Learning as habit formation; habits informally developed and consciously acquired; stages in the formation of habit; value of habit.
- (b) Learning as acquisition of knowledge; principles underlying the process.
- (c) Learning as acquisition of attitudes; conditions of emotional and volitional growth.

## 3. *The Teaching Process.*

- (a) Teaching and habit formation; habit through free expression and conscious effort.
- (b) Teaching and the acquisition of knowledge:
  - (i) Lesson units; principles governing selection.
  - (ii) Lesson assignments; text-book assignments, the Dalton plan, the project assignment, the drill, the review.
  - (iii) Motivation in the teaching process; adjustment of school lessons to tendencies and capacities; aims in classroom activities.
  - (iv) The reconstruction of experiences; meaning of analysis and synthesis; interplay of the processes; the so-called "step of preparation."
  - (v) Particular and general ideas; how acquired; relative importance.
  - (vi) Expression and application; similarity and difference; phases of reconstruction; importance of exercises in expression and application; relation of expression to impression.
  - (vii) Historical background of lesson procedure.
- (c) Teaching and the development of attitudes; the importance of the teacher's personality, association with others, the management of the school, and the course of study in the development of desirable emotional and volitional attitudes in children.
- (d) Questioning; its value and limitations in leading pupils to acquire knowledge.
- (e) Written examinations; various types and the particular values of each.



#### 4. *Characteristics of Children.*

The characteristics of children at various stages in their development, and the significance of these characteristics in the selection and presentation of the materials of education and in the management of the school.

#### BOOKS OF REFERENCE:—

Ontario Normal School Manual: *Principles of Method*.  
 Ontario Normal School Manual: *The History of Education*.  
 Ballard: *The New Examiner*.  
 Betts: *The Mind and Its Education*.  
 James: *Talks to Teachers*.  
 Bagley: *The Educative Process*.  
 Thorndike: *Principles of Teaching*.  
 Kilpatrick: *Foundations of Method*.  
 Drummond: *The Child, his nature and Nurture*.  
 Montessori: *The Montessori Method*.  
 Sandiford: *Mental and Physical Life of School Children*.  
 Starch: *Educational Psychology*.

#### SCHOOL MANAGEMENT.

The course includes the following topics:

*Meaning and Aims of School Management:* Organization and government; co-operation of educational agencies; the relation of the school to the community; types of schools; government.

*Relation of Management to Method:* Adjustment to local conditions; progressive adjustment.

*Recitation:* Assignment of home and seat work in graded and ungraded schools; how to study; questioning and treatment of answers.

*The Pupil:* Privileges and duties; health conditions; formation of good habits; the teacher's responsibility; seating; fire-drill; nature and causes of fatigue; moral training.

*The Teacher:* Qualifications and characteristics of the successful teacher; his duties in relation to the child, parents, and other citizens; his code of ethics.

*The Modern School:* The building; the class-rooms; the play-ground; the equipment; the importance of sanitary conditions.

*Organization:* Grading of pupils; methods of classification; promotion during and at the close of the school year, dependent upon pupils' aptitudes and attainments; the care of the individual; the care of abnormal children.

*The First Day in School:* Importance of the teacher's work and attitude on the first day.

*The Time-Table:* Its purpose; the principles involved in its construction; typical time-tables for both graded and ungraded schools.

*Records and Reports:* Methods of keeping the registers; value of school records; forms of reports.

*Discipline:* The scope of discipline; its relation to methods of teaching; mechanized daily routine; causes of disorder and inattention; methods of dealing with weaknesses and offences; incentives; penalties.

*Problems and Results:* Tests of attainments; conduct of examinations; tests for promotion; results of good management.

*School Law and Regulations:* The Ontario Schools Acts and Regulations in so far as they pertain to the duties of school boards, teachers and pupils.

The following shall be included amongst the topics taken up under School Law and Regulations:

The necessity of making all agreements clear and conclusive. There should be contracts as provided by the statute; to substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties and powers of teachers and inspectors. The payments of the grants and of other matters directly affecting the teacher, trustees and school.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeals to Inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

NOTE.—Attention should be given in the discussions to the historical developments of forms of school organizations and management.

## BOOKS OF REFERENCE:—

Ontario Normal School Manual: *School Management*.

Ontario Normal School Manual: *The History of Education*.

*Regulations and Courses of Study of the Public and Separate Schools*.

*Ontario Schools Acts*.

Bagley: *Class Management; Discipline*.

Bennett: *School Efficiency*.

Landon: *Principles and Practice of Teaching and School Management*.

Freeland: *Modern Elementary School Practice*.

Lowth: *Everyday Problems of the Country Teacher*.

### Literature and Advanced Reading

#### A. Literature

The course includes the following topics:—

*Introductory:* The nature and elements of Literature; its value in developing a taste for the beautiful and the good; special importance of the teacher's own qualifications.

*Methods:* Primary literature; comparison of values of reading and telling; supplementary reading contrasted with exact study; the extensive and intensive study of literature; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read and recite well; the futility of attempts to develop formally the critical sense.



Preparation of the pupils; necessity for preparing a suitable mood for the lesson; the place of the author's biography and of the experience and previous reading of the pupils; preliminary reading of the selection; the main thought of the lesson grasped and the main feeling of the lesson impressed in a more or less definite way through a reading of it; the analysis of a selection into its wider thought elements and feeling elements, and the analysis of these again into their elements; evils of over-analysis; the place of explanation of words and phrases; the use of a dictionary; the relation of the subordinate thoughts and feelings to the unity of the whole, the main thought and feeling of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work; difficulties of examining in literature; specimen examination questions and discussion of their suitability.

Bases of selection of material for the different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to the lower grades and of works suitable for the higher grades, complete wholes *versus* extracts.

The course shall include a course in literature, in part based on selections in the Readers; directed sessional private reading course; suggestions for future reading; the literary study of the portions of the Bible prescribed by the Department of Education.

NOTE—Teachers-in-training having conscientious objections to the literary study of the Bible are excused therefrom by the Principal.

#### B. Advanced Reading

In the study of Literature the teacher-in-training should be given much practice in oral reading. For the details of this course see page 13.

#### BOOKS OF REFERENCE:—

Ontario Public School Manual: *Literature*.

The Golden Rule Books.

MacClintock: *Literature in the Elementary School*.

MacPherson: *The study of English Literature*.

Arlo Bates: *Talks on the Teaching of Literature*.

Leonard: *Essential Principles of Teaching Reading and Literature*.

#### Composition

The course includes the following topics:—

*Introductory:* The value of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force, and grace of expression; the formation of habits of speaking and writing good English; the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; importance of libraries for supplementary reading; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

*Methods:* Oral exercises for encouraging pupil's free natural expression and extending his vocabulary; importance of framing questions that will require answers of considerable length; criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; method of correcting



errors of speech; relative value of pupil's own language and of special exercises as material for criticism; use of language games; the relation of oral to written composition; the relative values of reading and telling stories; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; method of correcting written compositions; value of re-writing; difficulties in examining in composition.

The mechanics of written composition, paragraph and sentence structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

Principles governing the choice of topics for the different grades; gathering, selecting, and arranging material; class answers as material for oral composition; fairy and folk stories, fables, poems, biographies; description of personal experiences, real and imaginary, and of places, operations and processes of personal interest; striking incidents in the history of the families of the pupils; pictures suggestive of stories, school games, autobiographies of familiar things; themes from minor incidents and from school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto.

#### BOOKS OF REFERENCE:—

Ontario Public School Manual: *Composition and Spelling*.

Arlo Bates: Talks on the Writing of English.

Dickie: Modern Practice in the Teaching of Composition.

French: Writing.

#### Grammar

The course includes the following topics:—

*Introductory:* The meaning of English Grammar; its relation to Composition; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III to be taken in connection with Composition.

*Methods:* The lesson plan; necessity of great care in selecting examples; value of function; use of grammatical terminology; definitions, their value, how to be obtained, how to be applied; value of rules of syntax; use and value of our remaining inflections; substitutes for inflection; analysis and parsing, aim and value of each, method of conducting, value of diagrams, oral and written exercises; treatment of false syntax; the review lesson, how to be conducted; a review of the main topics in the grammar course; history of the development of the English language.

#### BOOKS OF REFERENCE:—

Ontario Public School Manual: *Grammar*.

Leonard: Grammar and its Reasons.

#### Arithmetic

The course includes the following topics:—

*Methods:* The development of the number idea; the unit, its nature and use; the necessity for standard units; the ratio idea of number.



Analysis and synthesis, induction, and deduction, illustrated and applied; use of graphic methods and of concrete material; use of prescribed apparatus; drill and devices to secure accuracy and rapidity in computation; importance of oral arithmetic.

Essentials of proper solutions, criticism of solutions; type solutions, unitary method; simple problems involved in complex; solutions by full analysis and by performing only necessary operations; selection of problems.

The various arithmetical operations and their application, with special stress upon the elementary work:—

Counting: measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration.

Addition: Addition tables; order of exercises; devices.

Subtraction: additive and decomposition methods; order of exercises; devices.

Multiplication: relation to addition; tables; order of exercises.

Division: relation to multiplication; short and long processes; order of exercises; factors and factoring; division by factors; cancellation; checking.

Measures and multiples.

Fractions: different interpretations; notation; operations; decimal fractions, correspondence of methods with those of integers.

Compound rules: tables of weights and measures; reduction; metric system, when and how it should be taught.

Percentage: application to profit and loss, trade discount, commission, insurance, taxes, interest, discount, etc.

Mensuration: the areas of rectangles, triangles and circles; the volumes of rectangular solids, prisms, cylinders, and cones; the necessity of models in teaching mensuration.

Square root.

## BOOKS OF REFERENCE:—

Ontario Public School Manual: *Arithmetic*.

Godfrey and Siddons: *The Teaching of Elementary Mathematics*.

Lennes: *The Teaching of Arithmetic*.

## History

The course includes the following topics:—

*Introductory*: The special value of Canadian and British History.

What makes an event important?

Natural attractiveness of biography and its relation to history; the effect of the study of biography on the development of character.

The relation of epochs to biography; systematic chronological study of history, its value and its dangers; the casual sequence of events.



Ends to be kept in view in teaching civics.

*Methods:* Special necessity for the adaptation of the teaching of history to the different stages of the pupil's mental development. The picture and story stage; a methodically arranged series of picturesque biographies graphically narrated; no text-book. The information stage; an introduction to history proper, methodically presented: external and picturesque side made prominent, with emphasis on biographical and social aspects; introduction of history readers and biographies in the library. The reflective stage; the study of simple casual relations and of the origin, development, and inner life of our civil institutions.

The recitation, its form and purposes; oral teaching and blackboard work by teacher; oral and written exercises by pupils at seat and at home; the use of pictures, maps, etc., of readers, of the text-book, and of current journals and periodicals.

The selection and arrangement of the following topics for the different grades:  
History of aborigines; local history, beginning with the pioneers; current history.

Characteristics of peoples, as those of the United States, Japan, China, Germany, France, Italy, Quebec.

Suitable biographies for different grades, as the lives of explorers, navigators, and soldiers, for primary grades; of statesmen, poets, scientists, inventors, etc., as representing more complex conditions, for higher grades.

The main epochs in British and Canadian History.

Civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, courts, school systems, farms, factories, routes and means of transportation, etc.; present forms of civic institutions.

Mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels, character of history readers and of supplementary works for the different grades.

Significance and value of the flag.

The causes and main events of the Great War.

#### BOOKS OF REFERENCE:—

Ontario Public School Manual: *History*.

Barnard: *The Teaching of Community Civics*.

Jarvis: *The Teaching of History*.

Johnson: *Teaching of History*.

Macpherson: *Visual Aids in the Teaching of History*.

#### Geography

The course includes the following topics:

*Methods:* The order of development in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, lantern slides and stereoscopic views, modelling, map drawing, scales, and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions in connection with observations in local geography; inter-



school correspondence; the use of the reference library, books of travel, geography readers, newspapers and periodicals, etc.; common mistakes in teaching geography and means of avoiding them; the relation of physical to commercial geography.

A review of the following topics together with the selection and the arrangement of subject-matter suitable for the different grades: The earth's surface and the changes wrought thereon by the various agencies; rock formation and disintegration; study of a few of the commoner rocks and rock forming minerals; origin, formation and composition of soils; distribution of mineral deposits, including local deposits of building material, as marl, limestone, brick, clay, sand, and gravel, and also of plant and animal life; the relation of the earth to other heavenly bodies; weather and climate; man's relation to the rest of the world; interdependence of nations; commercial and political geography; the relation of geographical conditions to historical events and to the development of nations.

#### BOOKS OF REFERENCE:—

Ontario Public School Manual: *Geography*.

Geikie: *Teaching of Geography*.

Wallis: *The Teaching of Geography*.

#### GROUP I, SECTION B

##### FOR FIRST CLASS CANDIDATES ONLY

##### Algebra

The course includes the following topics:

Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached coefficients; classes of simple equations; symmetry and its applications in elementary algebra; square root and its method of dealing with problems and the object to be kept in view in their solution; verification of results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations; the theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion; typical lesson plans.

#### BOOKS OF REFERENCE:—

Godfrey and Siddons: *The Teaching of Elementary Mathematics*.

Ligda: *The Teaching of Elementary Algebra*.

Schultze: *The Teaching of Secondary Mathematics*.

Smith: *The Teaching of Elementary Mathematics*.

Smith and Reeve: *The Teaching of Junior High School Mathematics*.

Young: *The Teaching of Mathematics*.

##### Geometry

The course includes the following topics:—

Practical geometry to precede theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical draw-



ing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; home-work and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applicational algebra solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

BOOKS OF REFERENCE:—See Algebra above.

### ELEMENTARY SCIENCE

*Scientific Method:* The teacher's general objectives in science teaching; the meaning of science and scientific method; relation of science to everyday life; observation and experimentation as a means of relating facts as causes and effects; how to plan inductive and deductive investigations; how to conduct classroom and laboratory instruction; explanations of the experiment; the problem, and the project methods; purpose and management of outdoor observations and field trips; use and management of aquaria, vivaria, note-books, text-books, and supplementary reading; laboratory equipment and making of simple apparatus.

*NOTE:* The foregoing should not form the subject of a separate and continuous series of lessons at the beginning of the course but should be stressed and discussed in connection with appropriate topics and lessons throughout it.

*Biology:* Methods of instruction applied in presenting the more difficult parts of the Lower School botany course and in the study of insects, fish, frogs and toads, birds, cat and rabbit, as required in the Lower School zoology course; collection and preservation of materials for study; value and characteristics of good drawings; written and oral descriptions, charts; identification of plants by use of a flora.

*Physical Science:* Method and management illustrated by developing the following topics of the Lower School course in physical science and by practical applications of the principles:—

(a) *Matter:* Properties of solids, liquids, and gases.

(b) *Air:* Air occupies space, has weight, exerts pressure; the barometer; measurement of humidity; common pump; relation between volume and pressure of a gas; diffusion of gases; combustion in air; rusting of iron in air; preparation, properties, and economic importance of oxygen, nitrogen, carbon dioxide; experiments to show the presence of these three gases and water vapour in air; action of carbon dioxide on limestone.

(c) *Fluids:* Archimedes' Principle (Law of Buoyancy): specific gravity of solids heavier than water; capillarity; Pascal's Law; osmosis.



(d) *Heat*: Transmission by conduction, convection, and radiation; expansion of solids; liquids and gases; relation of boiling point to pressure; the effect of salts in solution on the boiling point and freezing point of water; maximum density of water; temperature as contrasted with quantity of heat; heat units; meaning of specific heat; the high specific heat of water; conversion of water vapour into (a) liquid water (condensation), (b) (solid sublimation).

(e) *Light*: Propagation in straight lines; shadows and eclipses; simple experiments on reflection, refraction and dispersion of light.

(f) *Measurements*: Experimental method of dealing with this topic should be stressed.

#### BOOKS OF REFERENCE:—

Ontario High School Manual: *Suggestions for Teachers of Science*.

Ontario Public School Manuals: *Nature Study; Geography; Household Science*.

Brown: *Teaching Science in the Schools*.

Hensley and Patterson: *Science, Indoors and Out*.

Twiss: *Principles of Science Teaching*.

Westaway: *Science Teaching*.

#### ADVANCED ENGLISH

The study of literature in this course is to be extensive rather than intensive, and large use should be made of the library in connection with the course.

The course is as follows:—

Shakespeare: *The Tempest*.

Addison: *Sir Roger de Coverley*.

Hardy: *Far From the Madding Crowd*.

Thackeray: *Henry Esmond*.

Keats: *The Eve of St. Agnes*; *Ode to a Nightingale*.

Examples are to be selected (by the teacher) of the following: ballad, lyric, sonnet, elegy, ode, pastoral poem, blank verse, Spenserian stanza. Scansion of simple poetry.

NOTE—*Authors and titles will likely be changed for the Session of 1933—34.*

#### GROUP II.

##### Reading

The course includes the following topics:—

*Introductory*: The processes involved in reading; the relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed word directly with the idea.

The function and value of silent reading, sight reading, elocution.

*Primary Reading*: The various methods of teaching beginners, advantages and disadvantages of each; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier



stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils.

*Advanced Reading:* Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the necessity for giving attention to expression in all stages; expression to be based on impression; the objects of advanced reading; methods of developing in pupils the reading habit and of creating and fostering a taste for good literature.

The mechanical side of oral reading; correct pronunciation and distinct articulation, with suitable tone, pitch inflection, movement and pause.

Intelligent and intelligible natural reading; the principles to be learned incidentally and summarized at the close of the course; exercise in breathing, articulation, and vocalization; the foregoing extension of the course to be taken up as set forth in *The Ontario High School Reader*.

#### BOOKS OF REFERENCE:—

Public School Manuals: *Primary Reading*; *Ontario Readers, Books II, III, IV. The High School Reader*.

Clark: Interpretation of the Printed Page.

Stone: Silent and Oral Reading.

#### Spelling

The course includes the following topics:—

*Introductory:* Value of spelling; nature and origin of the peculiarities of English orthography; causes of incorrect spelling and the difficulties experienced by pupils in learning to spell.

*Methods:* Necessity for teaching, not merely testing, spelling; the various methods of teaching spelling; the adaptation of each to the nature of the words and to the mental characteristics of the individual; phonic exercises, word-building and derivation in relation to spelling; syllabication; the place of transcription and dictation; checking and correcting errors; value of re-writing; prevention versus correction; the character of drill and review exercises; methods of varying the recitation; value of rules.

Principles of selection of material; grouping of words; incidental spelling; uses of the dictionary and of the spelling book.

#### BOOK OF REFERENCE:—

Ontario Public School Manual: *Composition and Spelling*.

#### Nature Study

The course includes the following topics:—

*Methods:* Nature study as a method; special characteristics of a typical nature study lesson; uses and limitations of records of observations; directions for conducting school excursions; the study of typical topics dealing with materials of nature study and illustrating methods of presentation in all grades; the great importance of relating feeling to knowledge in nature study work.

Selection of material for pupils of different grades and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc., supplementary materials such as stories and poems.

School gardens as a phase of nature study work; directions for the planning, planting and care of school gardens.

Frequent excursions for the purpose of studying and collecting materials in their natural environment.

#### BOOKS OF REFERENCE:—

Ontario Public School Manual: *Nature Study*.

Hodge: *Nature Study and Life*.

Dearness: *How to Teach Nature Study*.

Silcox and Stevenson: *Nature Study*.

Scott: *Nature Study and the Child*.

#### Agriculture and Horticulture

The course includes the following:

*Dairying*: Food value of milk, butter, buttermilk, whey; care of milk; pasteurization; use of Babcock tester and of the Lactometer; examination of a sample of milk with a compound microscope; churning; care of butter.

*Poultry*: Types and common breeds of hens; care of poultry; incubation; candling, grading and care of eggs; suitable poultry houses.

*Insects and Birds*: Injurious and beneficial insects; losses from insects; insect control insecticides; birds and their relation to agriculture; bird migration; game birds; bird laws; bird housing and other methods of protecting birds.

*Fruit Growing*: Pruning; spraying; grafting; propagating; cover crops and cultivation; packing and shipping fruit; definition of fruit; classification into dry and fleshy fruits.

*Gardening*: School gardens, planning and management; work in the garden by the teachers-in-training; observation of the work done by pupils; care during summer; disposal of the products; home gardens; the management of a home garden; growing vegetables and flowers; planning an experimental plot; hot bed and cold frame; care of tools.

*Improvement of School Grounds*: Planning; tree-planting; use of shrubs; perennial flowers; caring for a lawn; growing bulbs for winter bloom; care of house plants; propagation by cuttings.

*Experiments*: Capillarity of soil; presence of soluble material in soil water; osmotic action; experiments to illustrate,—transpiration, formation of starch in sunlight, disappearance of starch in darkness, exhalation of a gas by living green plants in sunlight, phototropism; testing for starch in tubers, seeds, etc.; experiments to show that germinating seeds give off carbon dioxide; microscopic examination of plant cells, stomates, root hairs.

*School Fairs, Clubs*: The relation of the school to the school fair; how organized and managed; their use in the teaching of Agriculture.



*Home Projects:* Their connection with class work, developing individual responsibility in the pupils; visits of teacher.

*Method:* Method of teaching the above topics.

#### BOOKS OF REFERENCE:—

Ontario Teachers' Manual: *Elementary Agriculture and Horticulture*.

Hutchison: *Agriculture for the Public Schools*.

Waters: *The New Agriculture*.

Warren: *Elements of Agriculture*.

Burkett, Stevens and Hill: *Agriculture for Beginners*.

Readey: *A Manual in Canadian Agriculture*.

NOTICE.—By special arrangement with the publishers, teachers-in-training may obtain at the Normal School copies of *The New Agriculture and Horticulture for Public Schools* at a reduced cost. The Principal will make an announcement on the subject as soon as the school opens.

#### Vocal Music

The course includes the following topics:—

*Systems:* A practical knowledge of recognized systems of teaching the tonic sol-fa and staff notations; the relative importance of the staff and tonic sol-fa systems and the grading of musical studies.

*Notation:* Elements of notation, both tonic sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

*Vocal Physiology:* Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal chords in the production of the vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

*Tune:* Practice in singing from the staff and tonic sol-fa modulators; intervals of moderate difficulty contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and sub-dominant.

*Time:* Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

*Ear Training:* Development of the power to recognize by ear, and to transcribe the tonal and the rhythmic elements of short musical phrases, when sung or played.

*Voice Culture:* Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

*Songs:* The study of songs suited to the requirements of pupils in all grades with special attention to development of power in musical expression; the study of part songs of recognized merit, arranged for adult voices; use of the phonograph.

NOTICE—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their claims to the teacher of music at the beginning of the session. For such teachers-in-training special instruction, if likely to be effective, will be provided, adapted to their needs. The written examinations, however, are compulsory for all students. If a candidate is unable to teach music, this fact is stated in the certificate.

## BOOKS OF REFERENCE:—

- Cringan: *The Educational Music Course*.  
 Cringan: *Teacher's Handbook of Tonic Sol-fa System*.  
 Curwen: *The Standard Course*.  
 Curwen: *The Teacher's Manual*.  
 Hardy: *How to Train Children's Voices*.  
 Mason: *How to Teach the Staff Notation*.  
 Hulbert: *Breathing for Voice Production*.  
 Ham: *Elementary Harmony*.

**Art**

The course includes the following topics:—

*Methods:* The development of each division of the subject through the different forms, with due consideration of the underlying principles which it is expedient to teach in each form; the interrelation of the different divisions of the subject; the selection and organization of the subject matter in each division from the standpoint of lesson presentation; methods of presentation, mediums, and modes of expression suited to the different forms. The use and value of drills and their proper time and place; the discussion of difficulties and ways and means of obviating these. Points to be considered in the valuation of drawings. Methods of examination. Class criticisms and the selection of good examples of pupils' work for future use as illustrative material. The collection, preparation and organization of illustrative material; necessary materials and apparatus, their use and care; the selection, preparation, and care of specimens and models; useful accessories and helps.

*Representation:* Appropriate mediums and modes of treatment for the following: Specimens from nature such as grasses, twigs, flowers and other parts of plants, and such common objects as brooms, saws, shovels; trees and simple landscapes; birds, animals, or insects; spherical, cylindrical, and rectangular solids, or other objects through which the principles of freehand perspective may be observed; simple groups of objects.

The illustration of games, occupations, events, nursery rhymes and stories; drawing from the pose; practice in rapid drawing on the blackboard with white and coloured chalks.

*Colour:* The solar spectrum; the six standard colours, with their intermediate hues; the three properties of colour, with scales exemplifying these; the making and applying of uniform and graduated washes of colour; monochromatic, complementary, analogous and dominant harmonies, and their use in decorative compositions and designs, and also in problems relating to life, such as the choosing of suitable colour schemes for dress, house furnishing, and school-room decoration.

*Decorative Design:* The sources of design; the laws that underlie good design; the making of borders, all-over patterns, and other surface patterns, and their application to appropriate constructed objects.

*Lettering:* The principles of good lettering; single line capital letters; Roman capitals; small (or lower case) letters; the use of letters in titles, mottoes, and posters.



*Composition:* A study of the principles of good composition in the arranging of specimens and models, and in the size, spacing, and placing of drawings.

*Picture Study:* The critical study of a few masterpieces from the standpoints of handling, composition, and the thoughts conveyed by the artist.

#### BOOKS OF REFERENCE:—

Ontario Public School Manual: *Art*.  
 Manual Arts Drawing Books.  
 Parallel Course Drawing Books.  
 Applied Arts Drawing Books.  
 Graphic Drawing Books.  
 Art Education for High Schools.  
 Text Books for Art Education.  
 Caffin: A Child's Guide to Pictures.  
 Emery: How to Enjoy Pictures.  
 Koch: Pencil Sketching Portfolio.

#### Writing

The course includes the following topics:—

*Methods:* Various styles of penmanship, their advantages and their disadvantages, their points of excellence, and their relative importance; the child's difficulties in mastering writing; the earliest lessons and the work preliminary to formal writing; the steps in the lessons and the standards in the intermediate and the senior grades; the materials to be used; the various writing movements and their value; relation of teaching lessons to home or seat exercises; right posture and penholding; the eye and its control of penmanship; importance of good writing materials; formal drills; value, management, various forms of movement drills, the best organization of these exercises; counting, its purpose, its use; relations of speed and accuracy; letter groups on the basis of movement; the chief defects in children's penmanship, their causes, the necessity for prompt detection and thorough correction; individual versus class errors; uniformity of attainment in a class, its value, how fostered; prevention of scribbling; observing the conventional letter forms throughout the grades; economizing time; use of standard charts for judging writing.

#### BOOKS OF REFERENCE:—

Ontario Public School Manual: *Writing*.

#### Physical Culture

The course includes the following topics:

Effects of physical culture; its hygiene; general directions for exercises; simple exercises and positions; marching, running, jumping, and breathing exercises; the arrangement of the class (order movements); order and progression of exercises; as many as practicable selected physical exercises in Series A, B and C, of tables 1-72 of *The Syllabus of Physical Exercises for Schools*; supplementary physical exercises; abdominal exercises, skipping exercises, dancing steps, indoor and outdoor games; class-room exercise; dress suitable for the exercise; calisthenics and drill.

NOTE.—While formal drill has its place in physical culture, it should not be stressed at the expense of the recreational exercises, games, sports, folk dances, etc.

**BOOKS OF REFERENCE:—**

*The Syllabus of Physical Exercises for Public Elementary Schools.*

Barton: Physical Training, including Athletics and First Aid to the Injured.

Bancroft: Games for the Playground, Home, School and Gymnasium.

Cantlie: First Aid to the Injured.

Kimmons: Guild of Play Book. Parts 1, 2 and 3.

Furbush and Allen: Book of Games.

Wood and Cassidy: The New Physical Education.

**Manual Training**

The course includes the following topics:—

*Equipment:* The equipment for urban or for rural schools.

*Handwork:* Typical forms of constructive work adapted to the capacities of pupils in Forms I, II, and III, including weaving elementary paper and cardboard work and modelling.

Advanced cardboard work; book-binding, simple repair of books, trimming and mounting of pictures.

Materials used for modelling and how to keep them; modelling natural forms; modelling as a means of teaching geographical concepts; supplementary observation of the topography of the school neighborhood; supplementing word pictures in readers, etc.; models used in conjunction with the teaching of drawing and design.

Tools and how to keep them in good working order; designing; a short course in bench work; uses of woods and their suitability to such uses; such exercises as may be related to agriculture and horticulture, nature study, school exhibits, etc.

*Drawing:* A short course in mechanical drawing with and without instruments; plans and blue prints.

**BOOKS OF REFERENCE:—**

Ontario Public School Manual: *Manual Training*.

Story-telling with Scissors.

Swannel: Paper Modelling.

Baxter: Paper and Cardboard Construction.

Lester: Claywork.

Sargent: Modelling in Public Schools.

Noyes: Handwork in Wood.

Prang: Industrial Arts Text Books.

Prang: The Manual Arts for Elementary Schools.

Marten: Manual Training Play Problems.

**Household Science**

The course includes the following topics:—

*Equipment:* The equipment for urban and for rural schools.

*The House:* Purpose; location; general ideas concerning use and furnishing of the rooms; methods of cleaning, including principles of laundering.

*Foods:* Elements of food required by the body; their sources, food value, and



digestion; analysis of common foods—milk, eggs, meat, fruit, vegetables, cereals; effect of heat on these, as to food value, digestibility, and flavour.

The principles of feeding during infancy and childhood.

*Cookery*: Principles of combustion; construction and care of stoves; fuels; principles and practice of each method of cooking—boiling, simmering, steaming, steeping, toasting, broiling, frying, baking; food combinations; flour mixtures; lightening agents used in these; table service; the preparation and serving of school lunches.

*Bacteriology*: Occurrence and nature of bacteria; sanitation based on this knowledge; necessity for cleanliness, care of plumbing, disposal of waste, methods of disinfection; preservation of foods.

*Sewing*: Study and application of different stitches; basting, running, stitching, back stitching, combination stitch, overcasting, top sewing, blanket, herring-bone, feather-stitching, mending, darning (different kinds); button holes, mitred and square corner, hemming, making doll's apron.

Textile materials used: their identification, names, kinds, widths and usual prices; variations of weave in regard to beauty and strength; growth, manufacture and finish of cotton, silk, wool and linen, and their use and value for clothing.

#### BOOKS OF REFERENCE:—

Ontario Public School Manuals: *Household Management*, *Sewing*, *Household Management for Rural Schools*.

Greer: Food and What It Does.

Jones: Lessons in Elementary Cooking.

Lincoln: The School Kitchen.

Danniels: Furnishing of a Modest Home.

McGlanfin: Handicraft for Girls.

Walker: Manual of Needlework and Cutting Out.

#### Hygiene

The course includes the following topics:—

*School Hygiene*: School sanitation, common facts of bacteriology, general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; the sanitary provision of The Ontario Public Health Act and Regulations, so far as they pertain to pupils, teachers and school boards.

*Personal Hygiene* (with the necessary minimum of anatomy and physiology): Framework of the body, spinal curvature, its causes. Digestive system; foods; care of teeth; saliva. Physiology of respiration and circulation. Skin and other depuratory organs, hair, nails, bathing, clothing, etc. Muscles; the relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular work and overwork; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

Myopia and presbyopia; affections of the eye by improper school accommodations; colour blindness; tests for defective eyesight. Ear, throat, and nose troubles causing dullness in pupils; tests for defective hearing and breathing.

*Accidents and Emergencies:* First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heat strokes, burns, bandaging.

NOTE.—Certain of the foregoing topics are included also under others of the professional courses; they should be reviewed in this connection.

#### BOOKS OF REFERENCE:—

*Ontario Public Health Act and Regulations.*

Bailey & Coleman: First Book of Biology. (Part on Human Biology.)

Gulick Series: Good Health, Emergencies, Town and City, Body at Work, Control of Body and Mind.

Health Series of Physiology and Hygiene: Health Habits, Health and Cleanliness. The Body in Health, Making the Most of Life.

Mari Hofer: Popular Folk Games and Dances for Playground, Vacation School, and School-Room use.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

#### Library Methods

The course includes the following topics:

The use of card catalogues, reference books and periodicals, and information files; the organization and administration of a library in a rural school; the relation of the school library to the community; the selecting of books for a school library; the reading room; the care of books; library lessons with children.

### FIRST AND SECOND CLASS COURSES

#### SECOND YEAR

See Circular 23C.

#### KINDERGARTEN—PRIMARY COURSE

##### Programme of Studies

In addition to Observation and Practice-teaching, Religious Instruction and the work of the Literary Society (see Circular 23), the Courses of Study for Interim Kindergarten-Primary certificates consist of the following:—

Section A: Science of Education, Kindergarten Principles, School Organization and Management.

Section B: The special methodology of the following subjects of the Kindergarten, the Kindergarten-Primary and Form I:

I The subjects of Kindergarten Practice.

II The subjects of the Kindergarten-Primary and First Forms as follows:

(1) Spelling, Composition, Nature Study and Geography, Arithmetic.

(2) Literature, Reading, Writing, Art, Manual Training, Sewing, Vocal Music, Hygiene, Physical Culture.



## DETAILS OF THE COURSES

### SECTION A

#### Science of Education

The same as the First and Second Class Course. (See page 3.)

#### Kindergarten Principles

The course includes the following topics:—

The Kindergarten as a function of Education.

Froebelian principles and their application in the Kindergarten methodology and practice, organization and equipment.

The Montessori Method, and its applicability to Ontario School conditions.

#### School Management

The same as the first and Second Class Course, but with special reference to the Kindergarten, the Kindergarten-Primary and Form I. (See page 5.)

### SECTION B I and B II

#### SPECIAL METHODOLOGY

#### General Books of Reference

The same as those for the Second Class Course. (See page 3.)

### SECTION B I

#### KINDERGARTEN SUBJECTS

The course in the Kindergarten subjects includes the following topics:—

##### 1. Gifts

The course in the Gifts includes a knowledge of the Froebelian Gifts: their grading and the reasons therefor; their general and special objects; their functional connection with the other branches of Kindergarten work, with a sufficient number of illustrative forms, arranged in due sequence and entered in the Gift Books, as follows:

*First Gift.*—Exercises in the different typical uses of the Gift.

*Second Gift.*—Exercises in the different typical uses of the Gift.

*Third Gift.*—Four original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

*Fourth Gift.*—Three original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Building problems for estimating dimensions, not fewer than four problems.

Exercises illustrating balance.

*Fifth Gift.*—A list of original forms of life, not fewer than six; two sym-

metrical designs (one border), one sequence in symmetrical designs, not more than five forms.

Exercises with the Fifth Gift should embody experiences with numerical relations and in development of geometric form.

*Sixth Gift.*—A list of original forms of life, not fewer than six forms; building problems, not fewer than four problems in the list.

Outlines of all exercises and sequences in the practical work with the Building Gifts to be placed in the Gift Book.

*Seventh Gift.*—Derivation; definition; position of one tablet; relative position of two tablets to each other; geometrical figures that may be produced by combining two tablets; geometrical figures produced by combining three tablets; three life forms with two tablets; three life forms with four tablets; three life forms with eight tablets; two life forms with sixteen tablets.

All forms to be drawn in the Gift Book. Each point in the development to be illustrated by any one form of tablet.

Decorative forms (symmetrical design): One design, emphasizing repetition, as in borders; two symmetrical designs involving sequence leading to design as required in Art.

All forms to be drawn in the Gift Book, illustrated by any one form of tablet.

*Eighth Gift.*—Two forms with each of the following combinations: Combination of sticks into life forms, using four sticks, even lengths; Combination of sticks into life forms, using eight stick, even lengths; life forms with sixteen sticks; life forms, using sticks of any length.

All forms to be drawn in the Gift Book.

Decorative design: Three designs emphasizing repetition as in borders; two designs in "all over" repeats; two symmetrical designs involving expansion.

*Ninth Gift.*—Relative position of one large and one small ring to each other; exercises in the discovery of the relative position of the different sizes of rings to one another, one ring of each size; relative position of two half-rings to each other; relative position of one half-ring and one whole ring to each other; one life form with five rings; one life form with ten rings; one life form with four half-rings; miscellaneous forms of life with rings, half-rings, and quarter-rings; four symmetrical designs, using rings, half-rings, and quarter-rings, including two borders.

## 2. Occupations

The course in the Occupations includes a knowledge of the Froebelian Occupations, and their connection with other branches of Kindergarten work, as follows:

*Sewing.*—Illustrations required in sequence of sewing.

First Development:

1. Straight lines of one length;
2. Variations in relative position;



### 3. Variations in length;

Right angles, repeat the order in numbers 1, 2, and 3 above.

Square, repeat the order in numbers 1, 2, and 3 above.

Other forms of development:

Square on the diagonal, repeating the above order; miscellaneous combinations, the student indicating the combinations used, and repeating to the third point as above.

*Sewing Inventions*.—General plan: Form (a) a centre; (b) a border; (c) an “all over” design.

Forms of Invention: One in vertical lines of all lengths, following the general plan in (a); one in vertical and horizontal lines of contrasted lengths combined, following the general plan in (b); one in vertical, horizontal, and slanting lines of all lengths, following the general plan in (c); a sequence of sewing suitable for children, involving grouping and spacing of lines of even lengths, combinations of lines of different lengths in borders, and in symmetrical designs, simple conventional designs in borders and in symmetrical forms.

*Weaving*.—Two movements in weaving: (a) Following the line of the warp to give vertical effects; (b) varying from the vertical by a movement right to left on the line of the warp to produce diagonal effects.

First Series: Vertical effects, regular combinations as one and two, three and two, two and four, etc.; three mats.

Second Series: Variations from this basis, producing stripe or bar, as two and one and one, three and one and one and one, and three and three and one and one, not fewer than four mats in the series.

Third Series: Diagonal effects, using basis of first and second series for these, with possible variations in position, as right to left, left to right, etc., not fewer than four mats in this series.

Inventions: Borders, two mats; “all over” repeats, two mats.

INSTRUCTION.—Attention is paid to colour harmonies.

*Folding*.—A series of forms from the circular basis, not fewer than eight. Salt-cellar, ground-form; salt-cellar, star, king’s crown, queen’s crown, pepperbox, satchel; an original sequence of life forms, suitable for children four years of age; three inventions in life forms in the salt-cellar ground-form, four inventions in symmetrical designs from the salt-cellar ground-form; double salt-cellar ground-form: cap, muff, boots, bobbin, shirt, trousers; table-cloth ground-form: table-cloth, table, handkerchief case, windmill, vase, boat with sail, double boat, box, picture frame; the table-cloth ground-form: an original sequence of life forms, suitable for children six years of age, not fewer than six forms, three symmetrical designs, one involving the hexagon, one trapezium, and one rhomboid; three original inventions from the table-cloth ground-form.

### 3. Mother Play

The course in the Mother Play includes a study of the educational principles

and practice of Froebel as embodied in the "Mutter and Kose Leider," and the relation of the Mother Play to the practical work of the Kindergarten. It includes also a critical analysis of the Mother Play as a whole; the history of its development, its educational aim, a detailed study of twelve typical songs, and the development of typical experiences through groups of songs.

#### 4. Talks, Stories, Songs and Games

The course prepares the teacher-in-training to act the part of a kindly guide to the child, leading him by familiar talks to seek and become acquainted with those things in his environment which would be of interest and value to him, and enables her to select and teach songs suitable both in music and in words to select and tell stories suitable in character, and to select games suitable to the needs of the growing child and preparatory for the folk dances, calisthenics, and drill of the rest of the course.

NOTE.—In discussing kindergarten principles special attention is given to the question of historical development.

#### BOOKS OF REFERENCE:—

- Blow: *Mottoes and Commentaries of Froebel's Mother play.*
- Dewey: *The School and Society.*
- Dewey: *The School and the Child*—Edited by Findlay.
- Boyd: *Locke to Montessori.*
- Poulson: *Love and Law in Child-training.*
- Drummond: *The Child, his Nature and Nurture.*
- Froebel: *Education by Development.*
- Fletcher and Welton: *Froebel's Chief Educational Writings.*
- Blow, Hill and Harrison: *The Kindergarten.*
- Goldhammer: *The Kindergarten.*
- Blow: *Letters to a Mother.*
- Fisher: *A Montessori Mother.*
- Froebel: *Pedagogics of the Kindergarten.*
- Froebel: *The Education of Man.*
- Morgan: *The Montessori Method.*
- Kilpatrick: *The Montessori System Examined.*
- Harrison: *The Montessori Method and the Kindergarten.*
- Lee: *Play in Education.*
- Milton Bradley: *Paradise of Childhood (Golden Jubilee Edition).*
- Harrison: *The Kindergarten Building Gifts.*
- K. D. Wiggan: *Kindergarten Principles and Practice.*
- Hughes: *Froebel's Educational Laws.*

#### SECTION B II (1) and (2)

##### KINDERGARTEN-PRIMARY AND FIRST FORM SUBJECTS

The courses embrace an introductory discussion of the functional connection of each of the courses of the Kindergarten with those of the Kindergarten-Primary and Form I.



## SECTION B II (1)

**Spelling**

The same as the First and Second Class Course, but with special reference to the Kindergarten-Primary and Form I.

**Composition**

The course embraces the following topics:—

**Introductory:**—The value of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force, fluency, and grace of expression; the formation of the habit of speaking and writing good English; the effect of the teacher's example upon the pupil's language; the value of reading and of memorizing good literature; expression as a stage in the development of every lesson; the necessity for special exercises in oral and written composition.

**Methods:** Methods of securing the pupil's free natural expression and of extending his vocabulary through conversations on various topics, including the Kindergarten Gifts, Occupations, and Stories; the principles governing criticism of composition; the dangers connected therewith and means of avoiding them; the selection and organization of materials.

**BOOKS OF REFERENCE:—**

Ontario Public School Manual: *Composition and Spelling*.  
Arlo Bates: Talks on the writing of English.

**Nature Study and Geography**

The course includes the following topics:—

**Methods:** Nature study and geography as a method; special characteristics of a typical lesson; directions for conducting school excursions; the study of special topics dealing with the materials and illustrating methods of presentation; the great importance of relating feeling to knowledge in nature study work; relation to formal science and to the symbolic games of the Kindergarten.

Selection of material for nature study and geography lessons under varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories and poems.

School gardens, a phase of nature study work; the planning and the care of school gardens.

Frequent excursions for the purpose of studying and collecting materials in their natural environment and relations.

**BOOKS OF REFERENCE:—**

Ontario Public School Manuals: *Nature Study, Geography*.  
Hodge: *Nature Study and Life*.  
Dearness: *How to Teach Nature Study*.  
Silcox and Stevenson: *Nature Study*.  
Scott: *Nature Study and the Child*.  
Coulter: *Practical Nature Study*.

### Arithmetic

The course includes the following topics:—

*Methods:* The scope of arithmetic; Kindergarten Materials and Occupations as a basis for number; how to use the pupil's home experiences and the Kindergarten Materials in developing a knowledge of indefinite relations as larger, smaller, longer, etc.; and of definite relations through use of gifts, squared table, Kindergarten sticks, etc.; the development of the number idea; the unit, its nature and use; the necessity for standard units; the ratio idea of number; counting; measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition tables, order of exercises, devices; subtraction; additive method, decomposition method, order of exercises, devices; typical forms of seat work; application of number facts in the Occupations of the Kindergarten-Primary and of the First Form; simple problems.

### BOOKS OF REFERENCE:—

Ontario Public School Manual: *Arithmetic*.

## SECTION B II (2)

### Reading

The course includes the following topics:—

*Introductory:* The process involved in reading: The relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed symbol directly with the idea; the function and value of silent reading, sight reading.

*Methods:* The various methods of teaching beginners, advantages and disadvantages of each; devices for securing rapid word recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupil.

Attention to the mechanical side of and practice in oral reading; exercises in breathing, articulation, and vocalization. The foregoing subjects to be taken up as set forth in *The Ontario High School Reader*.

### BOOKS OF REFERENCE:—

Public School Manual: *Primary Reading*.  
*The High School Reader*.

### Literature

The course includes the following topics:—

*Methods:* Nature and elements of literature; qualities of literature that appeal to pupils of different ages; basis of selection of material therefor; special importance of



literature that appeals through the ear; suggested lists of fairy tales, fables, nature stories, etc.

Songs and story telling; comparison of the values of reading and telling; how to tell stories successfully; the reproduction by the pupils; how to make corrections; the use of story books; how to teach memory gems.

Special importance of teacher's own qualifications; a class course in literature; the literary study of portions of the Bible prescribed by the Department of Education; directed sessional private reading courses for teachers-in-training; suggestions for their future reading.

NOTICE.—Teachers-in-training having conscientious objections to the literary study of the Bible are excused therefrom by the Principal.

### BOOKS OF REFERENCE:—

Ontario Public School Manual: *Literature*.

The Golden Rule Books.

MacClintock: *Literature in the Elementary School*.

Arlo Bates: *Talks on the Teaching of Literature*.

Lindsay, Maud: *Mother Stories*.

Lindsay, Maud: *More Mother Stories*.

— Lindsay, Maud: *A Story Garden of Little Children*.

— Alden: *Knights of the Silver Shield*.

Robert Louis Stevenson: *A Child's Garden of Verse*.

Bailey: *For the Children's Hour*.

Harrison: *In Story Land*.

Bryant: *How to Tell Stories to Children*.

— Chedlock: *The Art of the Story Teller*.

— Bailey: *For the Story Teller*.

### Writing

The same as the First and Second Class Course, but with special reference to the Kindergarten-Primary and Form I. (See page 18.)

### Art

The same as the First and Second Class Course. (See page 17.)

### Manual Training

The course includes the following topics:—

*Modelling*: The materials used for modelling, and how they are prepared and stored; free modelling as a means of expression in connection with home and school life; representation on the sand-tables as a means of teaching geographical concepts; representation of natural objects, oranges, apples, nuts, leaves, bananas, etc.; illustration of stories.

*Weaving*: The materials used for weaving; raffia, wool, yarn, string, pieces of clean rag, silkoline; natural material; pine needles, rushes, etc.; the formation of patterns and designs on paper looms; winding on cardboard foundations; napkin rings,

boxes, picture frames; simple braiding of three or four strands and the use of braids for stitching; weaving on simple looms and on cardboard shapes, hats, mats, cushions, and dolls' clothing; knitting.

*Paper*: Free cutting and picture mounting; folding simple geometric figures such as squares, rectangles, triangles, etc., and the use of these as elements in the formation of patterns; illustration of stories; making simple objects such as wind-mills, boxes, trays, simple furniture; furnishing a doll's house.

*Drawing*: Geometrical drawing as applied to paper and cardboard construction; simple scales and lettering for blackboard use in the preparation of lessons.

The course in Manual Training shall include a consideration of the Kindergarten Gifts and Occupations as methods of introducing free manual expression. The work in the different materials shall include the initial work of Form II, in order that the teacher-in-training may see the relation thereto of the work of Form I.

#### BOOK OF REFERENCE:—

Ontario Public School Manual: *Manual Training*.

#### Sewing

The course includes the following topics:—

The Kindergarten work in tablets and sticks and the outlining of picture cards.

Study and application of different stitches: basting, running, stitching, back stitching, combination stitch, overcasting, top sewing, blanket, herringbone, feather-stitching; mending; darning (different kinds); button holes, mitred and square corner; hemming, doll's apron.

#### BOOKS OF REFERENCE:—

Ontario Public School Manual: *Sewing*.

Walker: Manual of Needlework and Cutting Out.

#### Vocal Music

The same as the First and Second Class Courses, but with special reference to the Kindergarten, Kindergarten-Primary and Form I. (See page 16.)

#### Hygiene

The same as the First and Second Class Courses. (See page 20.)

#### Physical Culture

The course includes the following topics:—

Effects of Physical Culture; its hygiene; emphasis upon the instruction for Kindergarten-Primary and Form I classes; general directions for exercises; simple exercises and positions; marching, running, jumping, and breathing exercises; the



arrangement of the class (order movements); order and progression of exercises; as many as practicable of the selected physical exercises in Series A, B, and C of tables 1-72 of *The Syllabus of Physical Exercises for Schools*; supplementary physical exercises: abdominal exercises, skipping exercises, dancing steps, indoor and outdoor games; class-room exercises; dress suitable for the exercises, calisthenics and drill.

#### BOOKS OF REFERENCE:—

*The Syllabus of Physical Exercises for Public Elementary Schools.*

Bancroft: Games for the Playground, Home, School and Gymnasium.

Kimmons: Guild of Play Book. Parts 1, 2, and 3.

Mari Hofer: Popular Folk Games and Dances for Playground, Vacation School, and School-room Use.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

Bremner: Song Games and Ball Games.

Newton Harris: Graded Games and Rhythmical Exercises.













